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ABSTRACT

The 1967-68 annual evaluation report for Washington's Title I (Elementary and Secondary Education Act) migrant program discusses innovative projects, objective and subjective evaluation, and program effectiveness (including new services provided for migrant children). Summaries and examples of effective classroom procedures are also presented. The interrelationship of the regular Title I program with the Title I migrant program is described, as are coordination and effectiveness of the 11 programs directly serving the migrant population. Other topics reported on are community involvement, non-public-school participation, dissemination of program material, and problem areas in implementation. Related documents are RC 005 144 and RC 005 145. (AN)

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E V A L U A T I O N

Washington State Migrant Programs

Implemented Under Title I, Public Law 89-750

1967-68

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STATE ANNUAL EVALUATION REPORT FOR MIGRANT PROGRAMS
TITLE I, ESEA

Fiscal Year 1968

I. Innovative Projects

A. Describe innovative and/or exemplary projects or activities that include new approaches in educating migrant children. For innovative projects, indicate whether or not the projects were judged successful. For each exemplary or innovative project cited, state the basis for selection.

1. Language Development Program: This program was implemented by the Sunnyside schools, and was used from January through the summer. The philosophy of the program was that before a child can learn to read he must have a basic language mastery. It was discovered that some of the more deprived migrant children had no basic language concept--were able to converse only in brief phrases, nods, grunts, and shrugs. They had neither English nor Spanish language skills or concepts. This project was designed to overcome that difficulty, and dealt with providing language skills back at the early stages of the acquisition of language--a normal function of early childhood. Thus the basic or fundamental language development of this program is not pre-primer, nor is it the teaching of children to organize their thoughts into paragraph-type patterns. It is first of all helping the child develop a concept and word structure for himself, his place in his environment, and his relationship to that environment, concept of numbers, colors, directions, and finally the ability to express those as complete thoughts. This program takes the child back to processes by which children normally begin to acquire language association with adults. Instead of the random development taking place in a normal child aged six months to four years, the program is installing the directed, structured, specific approach. The approach is patterned after the pioneer work done by Bereiter and Engelmann, University of Chicago, as described in their excellent book, "Education of Disadvantaged Children in the Pre-School."

The school speech therapist, a teacher, and various aides were involved in the program. They used the school psychologist in both planning, pre-testing, and working on the program. The latter also provided the post-testing. The program involved 110 severely language-deprived elementary school children, concentrating at the primary level. The actual structuring of language for the children was done by bilingual aides--five of whom were full time and about six others who were part time. Teaching was based on a motor-kinesthetic approach, using many objects and items, using Kephart, Englemann, Getman, and Peabody ideas and techniques.

The basic learning steps used to help children acquire language were, in somewhat the order used: (1) body concept, from whole (me) to

parts (hand, fingers, knee, etc.); (2) clothing; (3) things around me; (4) spacial and directional relationships with "me" as center; (5) shapes, sizes, colors, numbers; (6) visual perception and discrimination; (7) sound perceptions (some phonics, making of sounds); (8) basic abstractions of youths to six-year-olds; (9) descriptions of all things by sentence only (this started very early, and the child was taught to say, "This is my hand," "This is my eye") so that answers were soon by habit in complete sentences. This project was deemed very successful, both on the basis of subjective evaluation and objective evaluation.

We selected this because of its apparent success and because of some of the controversy which exists among educators about using a speech therapist in this way. But it is felt by those who are in the program that, of all educucators, speech therapists know the most about how language is acquired and developed, and that maybe we ought to be using these people in this more productive way than in ways we have used them in the past.

Also unique about this program was the fact that bilingual aides, high school girls and high school graduates, were trained for a period of two weeks to do much of the one-to-one work with the children. These young ladies proved themselves very efficient in following out the instructions of the teachers under whom they worked. It is felt by the innovators of this project that this was a most successful way of getting the language deficiency which these children obviously had built up to a somewhat normal level so that they could compete with their peers. Migrant children who do not have this kind of experience are often so far behind by grade four that they are hopelessly lost in their school work, and, of course, are beginning on the trend for dropout.

2. A program at Quincy used high school junior girls with Mexican-American background for two hours a day in a work experience as teacher aides. In this program, these girls went to the elementary school where they worked closely with the teachers and young children. For the first few weeks, they were only involved in the task-oriented kinds of responsibilities and then began to be involved in pupil-oriented activities.

   One reason that this program is so unique is that these Mexican-American girls, in order to be qualified for this work, had to be poor achievers in high school and have had poor attendance records. The program was designed to give them new interests in school and to help elementary teachers with young children at the same time.

   The program was judged very successful, because not only were the six high school students assisted but also were the young children with whom they worked. The most of the objectives of the elementary program were achieved, and five of the high school students now

indicate a strong interest in becoming teachers. All of them have signed up for another year in the program. At the time the evaluation was made, they were engaged in a summer workshop for teacher aide training. The teachers who used these girls in their programs had high praise for the work and help the students had given them.

3. The West Valley School District used two 19-foot camp trailers which were especially built for use with small groups of migrant children. They were parked near the elementary schools, and three or four children were taken from the regular classrooms at a time to work with the special teachers. All groups were kept under five. A great deal of modern electronic equipment was supplied in the trailers with which to work individually. Students were very enthusiastic about this program, because they were successful in the experiences in which they were participating. The materials used were more like a game than the traditional reading materials. All of these students showed excellent progress.

4. Many of the school migrant programs included field trips to the larger metropolitan areas where very few of these children had ever been before. They took time to stop and look at things. They went to the zoo; they rode on boats; they went to the entertainment areas, and to museums and science exhibits. Some of them attended theaters; they looked at hydro-electric plants, and saw how fish were hatched in the hatcheries. They learned about logging and conservation. Some even planted trees in the forests.

5. The Moses Lake School District took the migrant children on an outdoor education program for a whole week. This program included outdoor activities and camping experiences for children between ten and fourteen years of age. The program focused on conservation and experiences in democratic living through group cooperation. Some of the migrant parents accompanied the teachers to the camp and spent their entire time with the children. All other parents were invited to visit the camp on a special day.

   On the way to the camp, the group visited a fish hatchery, and on the way home they visited a logging operation from beginning to end. They saw the trees cut and loaded on trucks, and then followed them to the sawmill where they were unloaded. Here the children were able to observe the operation of the sawmill. During the classes at the camp, game officials, conservation and forestry people talked to the children and demonstrated facts about forests and the protection of them. Enjoyed very much were the recreational aspects of the program--which included hiking, wading, swimming, cooking out, and singing around bonfires.

   It was the first time most of these children had had such an opportunity to participate in a camping program. One of the contact aides who accompanied these children on the outdoor education program commented that this experience brought migrant children out of their shells and gave them an opportunity to express

themselves. "Most important," he said, "they gained a little self-confidence because the majority of them had never been separated from their families before. They learned to be unselfish and more appreciative of mother nature, and also of how, with rules and orders, things can work out for the best."

The Moses Lake School District also had a special music program for migrant children which utilized quite a number of rented string instruments. This was the first opportunity these children had had for participation in music programs, and they were most. enthusiastic about it. It is safe to assume that the majority of the students received enjoyment from this program. They were involved in the total school music program through the annual affair called "The Big Blast." The students attained their own goals of playing songs on their instruments and some of them signed up for secondary music classes as a result.

These programs are sighted as exemplary because they are truly compensatory, meeting <u>special</u> needs which very few other programs have met.

All concerned, including the parents and children who participated, have been most enthusiastic in their appraisal of these programs.

B. Include human interest materials or incidents developing from projects.

<u>Othello</u>: An over-night trip to WORD in the Spring was quite an experience for five of the children. Even though the children had traveled extensively, they hadn't had the experience of eating in a restaurant or sleeping in a motel.

Enroute to the conference their orders for a hamburger and a coke were filled, but, when they ordered the same thing for breakfast, they were talked into eggs, cereal, or pancakes. At the zoo they were able to have their orders filled once again for a hamburger and a coke. But for the final evening meal they were talked into a children's dinner of fried chicken and jello salad. Their eyes were opened wide with amazement and their mouths opened in awe to see their dinner come trimmed with a sprig of parsley, a spiced apple ring, and a ring of pineapple. Needless to say, they cleaned their plates, and the waitress commented on what a pleasure it was to serve such a well-mannered "family."

The night in the motel was really "something else" for the children. Two of the children had been bought small suitcases for the trip; two others brought their clothing in grocery sacks; and the fifth child brought a white shirt folded under his arm. The two children with new suitcases had also been supplied with new pajamas, as well as new outfits for the conference demonstration.

While the children were getting ready for bed, one of the younger girls became quite alarmed when she remembered she didn't bring any

blankets. One of the boys who was to sleep on a studio couch was thoroughly confused because it didn't look like a bed. However, even after the spread had been turned back, the boy still couldn't visualize sleeping between the sheets.

Pasco: The family had been in and out of Captain Gray Elementary School over the past five or six years. One or more of the children would appear each fall when the family returned to "winter over" in Navy homes, the government low-cost housing development. They came from the harvest fields, browned and eager to get back. Each spring, as planting time approached, or perhaps the asparagus needed cutting, they would disappear.

This fall only Maria, a fifth grader, reported to school. To repeated questioning by teachers to ascertain why her two younger brothers had not returned, Maria only replied, "At home."

One of our home visitors was asked by the school principal to investigate. Twenty-five hours and five community agencies later, the two boys, proudly displaying new shoes "my papa pay for," were enrolled in school.

The home visitor had found the boys at their home. The mother spoke little English, but could tell the visitor that the boys had no shoes and none of the family had much to eat.

Since the family was Catholic, the next call was to the parish priest. He knew the family. The father had been working steadily for almost two months as a carpenter's helper in the Day Care Center being built by the Washington Citizens for Migrant Affairs at a nearby rural community.

However, on this job workers were paid by the month, and, for the first time, or at least on the first occasion in a long long time, the man had drawn a whole month's salary at once. Neither he nor his wife could budget or plan ahead for the next thirty days which would ensue before another paycheck was due. The money had just evaporated.

The Washington Citizens for Migrant Affairs confirmed the fact the father had been paid his monthly salary. A conference with the father, officials of the WCMA, and our home visitor resulted in arranging an advance on the man's salary. This was delivered to the home visitor who purchased shoes for the children and delivered the remainder of the money to the mother.

But before the check was received, the home visitor contacted a social worker from the recently organized Grass Roots Project and brought her into the home. The social worker agreed to work closely with the family and assist them in budgeting and purchasing.

A call at the St. Vincent de Paul Center brought clothing for the children.

The last contact was with the Department of Public Health. Our home visitor was concerned by the appearance and the coughing of the mother and one of the older girls. Arrangements were made with the Grass Roots social worker to escort the mother and daughter to the Health Department to get Tuberculosis X-rays.

All this required ten hours of a home visitor's time. The short-range goal to get two little boys into school was accomplished. The long-range goal of assisting a family to manage its own affairs is in progress.

Pasco: At the junior high school level, with one or two exceptions, the migrant pupils from Spanish speaking families had a "workable" command of the English language. However, they were not fluent enough in oral English to understand, for instance, a classroom lecture or detailed instructions; nor, for the most part, had they confidence enough to ask for an explanation or to take part in classroom discussions.

One of their needs was an understanding of formal grammar. This was necessary before they could do acceptable written work or to really function in the formal language of a school text book and/or the classroom.

Eual Davis, the certified teacher employed under the migrant program to tutor these junior high school students, therefore sought to clarify concepts of formal grammar which were being taught in regular English classes. She consulted frequently with the teachers these children had in their other classes.

Seeking an effective, and hopefully a quick, means of teaching formal grammar, Mrs. Davis tried to explain English grammar in terms of a similar grammatical construction in the Spanish language.

"I soon realized that this approach was wrong," said Mrs. Davis, "I was only confusing them. These children were not literate in Spanish and no transfer from Spanish grammar to English grammar could be made."

Therefore, Mrs. Davis taught directly in the English language. One of her students summed it up in one brief statement:

> "Gee, Mrs. Davis, we just talk it," he said, referring to the Spanish language, "We don't read and write it."

And this proved to be true. These boys and girls "just talk" the language and in most cases their parents "just talk it," too.

Mrs. Davis has encouraged her pupils to schedule classes in Spanish in the junior high school and urges them to continue this study at the high school level.

"I want these boys and girls to take pride in their Spanish heritage," Mrs. Davis said, "and so I urge them to become literate in the language."

Mrs. Davis has stressed with her pupils the value to them of their becoming fluent and literate in both languages.

"The world of work is largely an English speaking world," she emphasized repeatedly in motivating her pupils to master the English language. At the same time she has urged her pupils to become literate in the Spanish language, pointing out the financial as well as the cultural advantages which a truly bi-lingual person has.

Leavenworth: An elementary school migrant boy, after entering our school and displaying characteristics termed to be less than desirable, began to participate in the migrant music program. An interest in the piano was displayed, and so private lessons were scheduled. Less than ten lessons later, the boy was playing the piano for a local church on Sundays. He became sociable with his peers. He shared his experiences in class, and he enjoyed school. How little it had cost to help this boy find himself.

Chelan: "I am including two letters that were received from migrant children last fall after they had finished work in Chelan and had gone on to new places and employment." One letter was from a second grade child to her teacher and classmates in Chelan. It conveys a message that should make any teacher happy when she says: "Always love, because I love all of you!" The second letter is from a fifth grade boy--over-aged, asthmatic--who lived in a converted school bus with his family as they traveled from one job to another. "Our copy machine did not reproduce his letter too well, so I will rewrite it as follows:

"Dear Mrs. Wilbur: I miss you all. When we left there, we went through Montana, South Dakota, Minnesota, Wisconsin, Illinois, Indiana, and then went to Michigan to get my brother. We went through Iowa, too. When we got two dogs, we left Arkansas and Missouri and went through Oklahoma and Texas and New Mexico, and then to Arizona. This is where we are living. I don't know much to say now, so I guess I will close for now. I hope you all are doing fine. Goodbye, Your friend, Billy."

II. Objective Measurements

A. Standardized Tests (For Reading and Mathematics Projects Only) (See Table I)

We have submitted only a few examples of objective test scores. Few that were administered to migrant children by program directors were found to be appropriate instruments for valid results. Many districts tested only once and will be able to make comparisons to determine progress at the end of another term, if the same children return.

The two examples submitted are only small samplings, but they do tend to show that these tests are useful instruments with migrant children. On the other hand, although several schools administered the Iowa Basic Skills Test, the results tended to prove its lack of valid usefulness.

Although not normal gains, the Gates-MacGinitie Reading Vocabulary Tests showed that seventeen second graders made only two months' progress in seven months of schooling. They made four months' gain in Reading Comprehension. Fourteen third graders showed seven- and eleven-month progress in respective tests over the same period.

The SRA--Short Test of Educational Ability--used with eight second graders showed a seven-months' gain in eight months. Small gains, to be sure, but the better gain at the older age level indicates the value of better use of the English language, etc.

One group of fifty-one migrant children ranging in ages equivalent to grade levels one through nine were administered the Illinois Test of Psycholinguistics Ability (Auditory Vocal Automatic), in February, 1968, and again in May, 1968. They showed a gain in raw score mean from 9.1 to 13.7 and respective raw score standard deviations of 5.57 and 5.72. The same group tested at the same times with the ITPA Auditory Vocal Association rose from raw score grades of 13.9 to 16.3. The respective deviations were 6.92 and 6.46.

A group of sixty-one children tested in February and May with the Wepman Auditory Discrimination Test moved from an average of 8.4 errors to only 2.8 errors. Two different forms of the test were used.

The Wepman Test would seem to be a useful test to use with bilingual children who may also have less than a middle-class background of experience.

B. Teacher-developed tests:

Several programs reported using teacher-made tests. However, none of these were presented as having been exemplary or particularly appropriate for measuring achievement of migrant children--especially over long periods of time. They were used mainly for measuring success of teaching single concepts or units of study.

C. Other Objective Measures Used: (These were reported used by various programs.)

New Practice Readers - Unit Tests

Reading for Meaning - Unit Tests

SRA Reading Labs - Unit Tests

EDL Controlled Reader - Unit Tests

California Achievement Tests

Draw-A-Man Tests

Peabody Picture Vocabulary Tests

Sullivan Programed Reading Tests - Unit Tests

Iowa Test of Basic Skills

Bender Gestalt Test

Durrell Reading Test

Grays Oral Reading Test

Large-Thorndike - milti-level test

III. Subjective Measurements

A. Summarize subjective data which show:

1. Change in the achievement and skill levels of project participants:

As far as the parents were concerned, probably one of the most noticeable changes was the fact that parents helped their children more at home, and they took greater part in school activities. Many more parents came to the schools than ever before, and seemed very happy that their children were in programs that seemed to be meeting their reading and mathematics needs. They also indicated that they were happy about the general way their children were enjoying school. Probably the one thing parents mentioned most often was their children's oral participation. The teachers and administrators recognized progress in reading, mathematics, and listening skills especially. Especially noticeable was the much better communication that was attained. They noticed a maturation in the children, also.

2. Summarize subjective data which show change in behavior, attitudes, or self-concept of participants as a result of the program activities:

It was obvious that the children liked school, and that they were happy with their teachers. Much of the enthusiasm of the special classes carried over into other classes according to the teachers of regular classes. The children were much more interested in learning. It was readily observable that they began to share their experiences with other children, opened up a great deal, and exhibited participation in all kinds of activities. They became more a part of the group. The children lost much of their fear of failure so prevalent in many of them before, and they obviously had greater self-esteem and feelings of self-importance. They were less afraid of making mistakes in class and were very pleased at the special attention paid to them. There was a great deal more spontaneity recognizable in some of these children. They began to actually take leadership roles where they had not before in related programs. They occasionally volunteered answers in class, whereas before it was very difficult to get them to do this. Many of the children overcame their fear of asking the teacher for help, as they gained self-confidence. High school students expressed their appreciation for the fact that someone was showing an interest in them.

B. What conclusions have been drawn about the success or failure of program activities as a result of these data?

The conclusions about the success or failure of the program varied from "very minor successes" to "extremely successful." Many directors and teachers felt the programs were quite fruitful, and students found them rewarding. Some expressed the idea that, although this was a good start for the program, there is a long way yet to go. There was a general consensus that obvious improvement was in the number of families visiting

schools. Many more close personal contacts were made, and the changes, in general, were for much closer school-family relationships.

C. Indicate any change in behavior or attitudes of others which may affect the achievement and/or attitudes of the migrant child.

Typical of the expressions that were found in the various programs were these: "There are a good many more farm owners interested in the programs." "The community changes are slowly coming about, but there are many less resistances presented by the owners than was true before." "One owner even hauled migrant children to the bus stop every day to show his interest in the program." "There is a good deal more dialogue taking place with growers and other members of the community, both by the school people and migrant people." "General over-all community cooperation is much more in evidence in these programs than in the past." "Many more parents are cooperative." "One family was so pleased with the program that members expressed their desire to stay in the community and to settle down just because of the benefits they saw for their children in the program. "They said that their children felt welcome and wanted in the program." "Another group of children, when they left, expressed their desire to continue to keep in touch with the community through letters, and they have written several letters back to the teachers and the administrators in the schools." "These parents felt that the school was interested in their children." "The whole community's attitude was gradually changing toward these people." "Teachers Institutes were a tremendous influence on teachers' attitudes." Everywhere that there were institute-trained teachers in the classrooms, the latter was especially noticeable to the administrators, and they commented on the fact. Some of the bilingual teachers in the classrooms were very effective in helping non-bilingual teachers to understand the children and their families' customs. One teacher felt the program worked so well that she volunteered to hire her own aide if necessary.

IV. General Program Effectiveness

A. Cite what services were specifically provided to migrant children that heretofore have not been provided. Include in this section any appreciable changes in attendance fluctuations on the part of migrant children as a result of increased educational opportunities offered through this program.

These are the services provided by various programs to migrant children that have not been provided heretofore, in the order that provision was made by the greatest number of schools:

1. Small group instruction
2. Individual tutoring
3. Health Services
4. Community contacts through home visitors
5. Bilingual instruction.

Other programs reported activities carried out for the first time included cultural enrichment through field trips, science outdoor laboratory, medical check-ups, dental check-ups, day-camp experiences, family assistance with employment, teacher-aide programs, recreation, guidance and counseling services, speech therapy for the recreational programs. Some programs included for the first time lunch and breakfast services. Some provided special music programs. One or two projects provided new or good used clothing for the children. Teaching machines of all kinds were tried and used with success in most cases. One or two districts used work-study programs in which the older boys and girls of high school age were employed to assist the teacher in instructing the very young children.

Some of the outstanding results that were reported by various projects included such things as parents being much more involved--coming to school to participate in activities. There were many more parents and students together reached through home visitor programs. Children began to take part in the school activities. Some of them took part in all activities for the first time. Many children are attending school and liking school who otherwise would not even have been in school if it had not been for this program. Several project leaders reported that there is a great deal of improvement in group empathy. As a result of this, there is a much-improved sociability. Children are getting along much easier with their peers and being accepted a great deal better by the children in school. This all leads to satisfaction of one of the main objectives of the program--the improvement of self-concept for the participants.

B. For each grade level listed, cite the five project activities, or combinations of activities, which have been judged as most effective.

1. Preschool through grade 3:

   a. Individualized help and tutoring

   b. Small group activities

   c. Reading instruction

   d. Field trips and cultural enrichment

   e. Teacher-aide programs--especially bilingual aides.

2. Grade 4 through grade 6:

   a. Individual instruction and tutoring

   b. Cultural enrichment activities

   c. Music and art instruction

   d. Remedial work in academic subjects

   e. Health Services.

3. Grade 7 through grade 12:

   a. Cultural enrichment activities

   b. Individualized instruction

   c. Music and art instruction

   d. Guidance and counseling activities

   e. Activities to build individual's self-image.

C. <u>Classroom Procedures</u>

1. Summarize and cite examples of classroom procedures which have been most effective in improving the (a) achievement, (b) behavior, etc., of migrant children. Upon what basis was the success of the above procedures determined?

   Every program director was requested to make an evaluation of his program in regard to procedures to be put in the order of importance--the kind of procedures used. Twenty-one out of the thirty-five program directors indicated that individualized instruction was by far the best procedure and the most effective

one in getting achievement from the children and improving their attitudes and behavior while in the activities. Five programs reported that small group teaching was the most effective way of getting achievement and controlling behavior. The remaining nine project leaders concluded that their best results in achievement were through programed learning. The bases for determining success of these procedures were, in some cases, formal testing and in most cases general observation and subjective observable evaluation of the improvement in attitude and achievement of children. There were two or three programs in which it was observed that teachers' aides from Mexican-American families, and of high-school age, were doing a job almost as professional as that of trained teachers. These young ladies acting as aides did highly efficient jobs in instructing one child at a time or small groups of children. They worked under the supervision of the teachers, giving children vocabulary work and language enrichment. By being bilingual, they approached the understanding of the language in either Spanish or English. This proved to be a great advantage in helping children understand the words they were learning. In five programs where team teaching was practiced, the teachers taught according to their abilities, exchanging classes to teach particular skills. Most every program used some programed teaching. Some of these were much more successful than others, according to the evaluations made.

2. Indicate the physical set-up of the program and the advantages and/or disadvantages of this arrangement.

About one third of the programs had separate activities for migrant children. A third of them were integrated programs and the remaining third were a combination of both. The separate programs were not segregated wholly. Although these children were in separate housing units for most of the day, they did participate in all extra activities, playground, field trips, music, art, physical education, etc. They were separated, as far as room arrangement is concerned, only because of necessity. Several of these programs will not be set up this way again, as the directors recognized that there were certain disadvantages through this arrangement. They felt, among other things, that these children were isolated too much and that they did not progress in learning the English language as rapidly as when they were in fully integrated classrooms. They tended not to socialize as much as other children, and therefore did not make as rapid progress in acculturation. The programs that were fully integrated, or were of a combination form, seemed to have distinct advantages, in that non-English speakers were subjected to more English language spoken around them and consequently picked it up faster. They were able to share cultural characteristics and seemed to gain better self-images. General progress was much more rapid than when they were isolated.

V. Inter-Relationship with the Regular Title I Program

A. Give examples of regular Title I programs which have been specifically designed by local educational agencies to supplement State-operated Title I migrant programs.

In the Grandview, North Franklin, Leavenworth, Dayton, Manson, and Mabton programs, the remedial-reading teachers who were provided under the regular Title I programs were used in cooperation with the migrant programs. Every migrant child who needed remedial reading was put on the schedule to rotate for several minutes every day into the program with the special reading teachers.

In Oroville, Moses Lake, West Valley, Quincy, Granger, Manson, and Mabton, the teachers' aides and library aides were provided in the regular Title I programs and shared with the teachers who were implementing the migrant programs. Since most of these programs were integrated into regular classrooms, this was simply additional assistance to these classroom teachers through the use of Title I funds.

Othello implemented what they termed a "scramble room" at the beginning of the school term, through which all children entering the school were processed to quickly determine what their abilities were for better placement in permanent situations. This room was provided through the regular Title I program and was used for migrant as well as the other children.

Almost every program without exception used equipment which was purchased through the regular Title I program. This resulted in a very small percentage of the migrant funds going for equipment, and yet the migrant programs were well provided with teaching machines and devices for small group instruction and program instruction.

In several of the programs, there was the joint use of people such as speech therapists, vocational guidance counselors, music, library, and playground personnel, who were provided to the school by Title I programs. One school had an outdoor camp, provided by Title I funds, in which the migrant children participated. Another school pays for educational television with Title I funds, and uses it with all programs, including migrant programs.

B. Comment on arrangements which Washington State has made for training or assignment of personnel to achieve coordination between regular and special programs for migrant children.

The Federal Projects Operations Committee and the project leaders will endeavor to improve educational opportunities for children and youth through their decisions and actions. This implies a dedication to basic democratic values and the expressed philosophy of education of the Superintendent of Public Instruction. This further implies boldness in helping children realize their American heritage as reflected through the purposes of federal and state programs.

In the process of carrying out programs, the FPOC and project leaders will strive to integrate federal and state programs, and, at the same

time, maintain program and fiscal integrity. Project leaders will talk with their division heads and the FPOC will communicate with the Superintendent's Cabinet whenever there are apparent inconsistencies between federal and state purposes, interests, or functions.

Budgeting of the administrative funds of the federal programs will be reviewed by the Federal Programs Operations Committee to ensure that the integrity of each federal program is maintained. Where applicable, funds which are earmarked for state administration of federal programs shall be devoted to salaries, overhead, and other expenses related to a respective program. Sufficient amounts of administrative funds will be devoted to the budget of the project leader as necessary to properly administer his project.

Program funds will be expended only upon the approval of the project leader. As new projects come into the State, the FPOC will maintain close liaison with the division of Administration and Finance to see that administrative funds are properly allotted.

Project leaders will maintain communications with local education agencies or institutions in accordance with the procedures established by the FPOC. Bulletins concerning projects will be written under the supervision of project leaders and be cleared by the FPOC prior to distribution to the field. Applications for participation in projects will be distributed by project leaders in accordance with published bulletins and FPOC policies. Completed applications from local education agencies and institutions will be processed in the SPI in accordance with the document flow chart developed by the FPOC. Conferences, meetings and on-site visitations will be planned by project leaders and scheduled after appropriate checking with division heads. Normally telephone calls from the field concerning federal projects will be directed to project leaders if the calls deal with program design and development. If calls concern the status of funds allocated to local education agencies and institutions, these calls will be directed to the Federal Budget Administrator. The project leader's secretary will be kept informed of the project leader's activities so that telephone calls from the field can be handled courteously and efficiently.

Each project leader will:

1. Determine what data he needs to maintain management control over project affairs. Similarly, he will review the adequacy of the data being received by the SPI from project participants.

2. Receive periodic fiscal reports from data processing to help him in keeping abreast of expenditures. Other management reports will be developed by Data Processing as time and resources are available.

3. Be familiar with the objectives of his project. He will interpret the meaning of project objectives to local education agencies, the staff of the SPI, and others.

4. (with the assistance of his team) Study and interpret the status of the State in relation to the objectives of his project.

5. Schedule his activities so that regular reports and routines are handled efficiently.

6. Anticipate the workloads of personnel in other offices so that his project can be reported and administered effectively.

7. Maintain a record of his activities re his project and be prepared to report upon his activities periodically.

8. Maintain a historical record of project activities including reports of periodic or on-going evaluation and descriptions of processes and products.

9. Work with his project committee and consult with other appropriate persons in the SPI concerning projects and plans for the future.

   This implies that the project leader will use the special talents and interests of people from various divisions as needed and necessary.

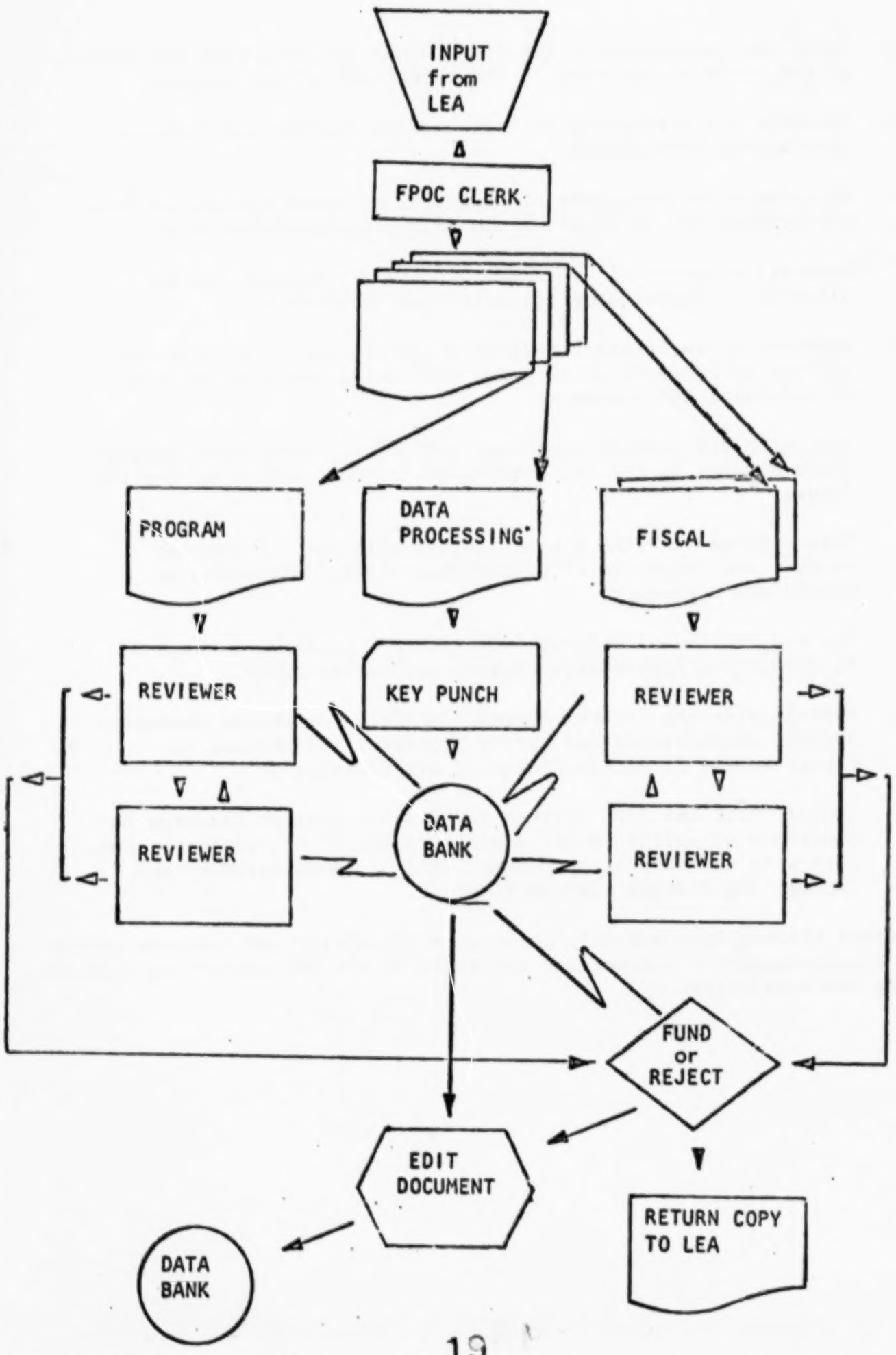
   The project leader will consult with the Research Evaluator in developing appropriate program evaluation plans.

10. Consult with the Federal Budget Administrator before approving project expenditures and before providing information to others re the financial status of his project.

11. Consult with the FPOC through the Federal Liaison Director on questions of policy re the administration of his project. Contact with the federal government will be coordinated by and through the Federal Liaison Director.

The Federal Liaison Director will serve as a consultant and resource person to the Superintendent's Cabinet and the staff of the SPI concerning federal programs and activities.

TITLE I ONLY


INPUT from LEA
FPOC CLERK
PROGRAM
DATA PROCESSING
FISCAL
REVIEWER
KEY PUNCH
REVIEWER
REVIEWER
DATA BANK
REVIEWER
FUND or REJECT
EDIT DOCUMENT
RETURN COPY TO LEA
DATA BANK

PROJECT LEADERS AND TEAMS

TITLE I, ESEA

Jerry Dikes - Project Leader
- Milo Long
- Donald Olson
- Harold Smith
- Robert Groeschell
- James Click
- Gerard Carlstrom
- Lois Roth

TITLE I, ESEA - MIGRANT

James Click - Project Leader
- Ena Simpson
- Warren Burton
- Helen Shelton
- Zita Lichtenberg

TITLE I, ESEA - 89-313 (HANDICAPPED)

John Mattson - Project Leader
- Donald Olson
- Gloria Clemmons
- Newton Buker
- Jerry Dikes

TITLE II, ESEA

Jean Badten - Project Leader
- Virginia Randolph
- Tom Hannan
- Nancy Motomatsu
- Alan Metcalf

TITLE III, ESEA

Rich Boyd - Project Leader
- Milo Long
- Harold Smith
- Robert Groeschell
- Howard Schaub
- James Sjolund
- Alan Metcalf
- Lois Roth

TITLE V, ESEA

Tom Deering - Project Leader
- George Eisentrout
- Chester Babcock
- Vern Leidle
- Wendell Allen

TITLE VI, ESEA

John Mattson - Project Leader
- Donald Olson
- Bernice Crocker
- Newton Buker
- Rich Boyd
- Lois Roth

PUBLIC LAW 85-926 TEACHERS OF HANDICAPPED

John Mattson - Project Leader
- "Sailor" Hodges
- Helena Adamson
- Boydie Rich

TITLE III, NDEA

James Garner - Project Leader
- Twila Brassfield
- Helen Shelton
- Elden Egbers
- George Whitney
- Herbert Bell
- Tom Barton

TITLE V-A, NDEA

Marjorie Anderson - Project Leader
- Grace Brown
- Harold Smith
- Lillian Cady
- Alice Chambers

Project Leaders and Teams

EPDA-B2

Wendell Allen - Project Leader
Milo Long
Robert Groeschell
Lillian Cady
Boydie Rich

TTT - EPDA

William Drummond - Project Leader
Warren Burton
George Whitney
Carl Barbo
Alice Chambers

JOM - INDIAN EDUCATION

James Click - Project Leader
Wallace Halsan
Ena Simpson
Warren Burton
Lorraine Misiaszek

ADULT BASIC EDUCATION

Elmer Clausen - Project Leader
Art Lewis
Twila Brassfield
Al McCallum
Gerard Carlstrom

TITLE IV - CIVIL RIGHTS ACT

Warren Burton - Project Leader
Wallace Halsan
Lorraine Misiaszek
William Radcliffe
William Drummond
George Whitney

SCHOOL LUNCH

Ena Simpson - Project Leader
George Eisentrout
Lorraine Misiaszek
James Click
Roberta LaCoste

CIVIL DEFENSE

George Cronquist - Project Leader
Al Beck
Howard Schaub
Lucille Trucano

P.L. 815-874 IMPACTED LEGISLATION

Milo Long - Project Leader
Mildred Erickson
George Eisentrout
Art Lewis

FOLLOW THROUGH - BEYOND HEADSTART

Roberta LaCoste - Project Leader
Phyllis Eggers
James Sjolund
Jerry Dikes

SAMPLE

MATRIX CHART

SUPERINTENDENT'S CABINET

Federal Programs Operations Committee

SAMPLE

★ Cabinet
⊙ FPOC
▣ Resource
PL Proj.Ldr.
M Member
S Support

PROJECTS ↓	Executive Officers			Administration and Finance				Curriculum and Instruction												TE and Cert.			Staff Services		
	★ Bruno	★ Deering	⊙ Lindemuth	★ Eisentrout	Simpson	▣ Brassfield	⊙ Long	★ Babcock	⊙ Boyd	⊙ Dikes	Click	Garner	Anderson	Mattson	Badten	La Coste	Clausen	▣ Burton	Cronquist	★ Allen	⊙ Drummond	Rich	★ Leidle	⊙ Carlstrom	▣ Criswold
ESEA I										PL															
Migrant											PL														
89-313														PL											
II															PL										
III									PL																
V		PL																							
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T of H 85-926														PL											
NDEA III												PL													
V-A													PL												
EPDA B-2																				PL					
TTT																					PL				
JOM											PL														
CD																			PL						
ABE																	PL								
CRA IV																		PL							
School Lunch					PL																				
874-815							PL																		
Follow Thru.																PL									

V-B (continued)

The Superintendent of Public Instruction has appointed an Advisory Committee representative of various educational levels in this State's public schools and schools of higher education. Also, the community at large--including the migrant community--is involved. This Committee meets at least two times each year to take a look at migrant programs over the state and draw up recommendations for changes and improvements. This Committee always brings in representatives from the various other migrant activities that are being implemented across the state. Such people as the Migrant Coordinator from the Governor's Office established for Office of Economic Opportunity programs, the Director of the Day-Care projects and Washington Citizens for Migrant Affairs, a representative of the Council of Churches, a representative of the Employment Security Offices and the Health Department participate. The Director of the Adult Education program, being implemented by the Big Bend Community College, and the Director of the program implemented at the Washington State University for migrant children who have dropped out of high school are also involved.

The Superintendent's Office has also contracted with Central Washington State College and County Intermediate District No. II for migrant centers. These centers were established for the purpose of training teachers and teachers' aides, distributing and evaluating curriculum materials, and coordinating the efforts of various organizations in the general areas that are concerned with the problems of migrant farm workers. Consultants are assigned under one of the projects of the Washington State Plan for Migrant Education to disseminate information and to seek out coordinative efforts and to encourage such efforts.

VI. Coordination with other Programs

A. Describe other assistance that directly serve the same migrant population as in your State program. How extensive are these programs in the State?

1. Washington Citizens for Migrant Affairs, an incorporated agency funded by the Office of Economic Opportunity, provides from ten to twelve day-care centers in the migrant communities. These centers are coordinated very closely with the school programs, especially in the summer months during the high impact of children and when the summer migrant school program is in progress. Often the transportation, the home communicators, and other service personnel such as nurses and social workers cooperate in both programs. In some instances the food programs have been cooperatively provided between the migrant schools and the day-care centers. Big Bend Community College at Moses Lake is administering a program funded under the Office of Economic Opportunity and adult education. This is a wide-spread program of drawing into cooperation most of the community colleges throughout the State. This is especially true of the colleges that exist in the areas where a large impact of migrant farm workers are found. Many of the parents and older brothers and sisters attend these adult programs while the younger children are attending the school programs.

3. The State of Washington's basic school program provides for small compensatory programs for disadvantaged children. These programs are designed to specifically pick up the disadvantaged children who are not covered by Title I programs in target schools. There is a good deal of coordination between these and migrant programs, as some of the same personnel that are provided by the disadvantaged program also serve migrant programs.

4. In many instances Upward Bound and Headstart programs are coordinated with the migrant programs. Some of the personnel from the migrant programs assist with problems under the Headstart and Upward Bound programs.

5. Many of the National Youth Corps participants assist teachers in the migrant programs.

6. Various volunteer youth groups give volunteer service to migrant programs.

7. Many individual volunteers are used in most of the programs.

8. Johnson-O'Malley funds appropriated to the State for Indian children benefit the migrant children who are from Indian families. These funds are used in areas of the State where Indians live on non-taxed lands. These are not always in the chief migrant-impact areas, but these children do benefit from this compensatory program.

9. The Governor of the State has provided study teams such as the Committee for the Study of Farm Labor Problems. This Committee has an education section which the State Office of the Superintendent of Public Instruction serves in a consultant capacity. Through this contact, we have been able to make recommendations for state legislation to be acted upon in the next biennium. The Governor has also established a Migrant Task Force which is concerned with the health and education of migrants. The State Office also serves as consultant to this group, and has made recommendations for improvement of migrant health and education.

10. The State Legislature has established an Interim Committee which is studying the problems of migrant farm workers, including the education of migrant children. On several occasions, the Office of the State Superintendent has been able to provide recommendations and consultant services to this group. This committee has also visited migrant school programs.

11. The State Plan for Migrant Education includes a project in the Yakima Valley which is a cooperative project with the Bureau of Indian Affairs. Through a contract with Central Washington State College, the Center for the Study of Migrant and Indian Education was established. The Bureau will eventually put money into this program, so that the research and studies that come out of it can benefit both migrant and Indian children. We believe this is one of the most unique procedures anywhere in the country.

The following chart shows how the 1968 Summer programs involved other agencies at some points in the programs, and specifically which programs involved particular agencies.

INTERAGENCY CONTACT

	College Place	Grandview	Granger	Int.Dist. II at Quincy	Kennewick	Moses Lake	Mt. Adams	N. Franklin	Omak	Othello	Pasco	Prosser	Royal City	Skagit County at Burlington	Sumner-Dieringer	Sunnyside	Toppenish	Wapato	Warden	Whatcom County at Lynden	Yakima
Parent Groups																					
Youth Groups																					
Church Groups																					
Community Committees																					
City Government																					
County Health Dept.																					
Area College																					
W. C. M. A.																					
C. A. P./C. A. C.																					
N. Y. C.																					
D. P. A.-JOY																					
D. P. A.-SWINGER																					
Adult Education for Migrants																					
Campfire Girls																					
Local Boy Scouts																					
Local Girl Scouts																					
Local Merchants (Contributions)																					
Local Merchants (Field Trips)																					
Civic Groups																					
Growers (Consultation)																					
Yakima Tribal Council																					
Yakima Indian Agency																					
B. I. A.																					
Head Start Available																					
VISTA Workers																					
O. E. O. (Consultation)																					
County School Dist.																					
Int. School Dist.																					
Regional Bookmobile																					
Local Library																					
Red Cross																					
Upward Bound																					
YMCA																					
YWCA																					
M. O. R. E.																					

NOTE: Of the many elements that contribute to a successful summer program, widespread community involvement is listed repeatedly by administrators as one or the most important. Education activities can be initiated without community support, but desirable, permanent results cannot be achieved without cooperation from the community and other agencies that deal with its problems.

Tabulated above are other groups that work with local school districts and the Office of the State Superintendent of Public Instruction in summer education programs for migrant

B. What efforts have been made to establish coordination between these programs? What has been the outcome of the effort to coordinate?

The efforts that have been made to establish coordination are pretty well outlined in A, above. The outcome of these efforts to coordinate have been very promising, as all of the agencies involved in migrant education are well informed of what is going on in other areas. We are able to prevent duplication of effort and to divide up somewhat the kinds of services that we will provide to migrant communities. The Center at Central Washington State College will be especially useful in this phase of future programs.

C. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children?

We see a large gap in the provision for migrant children of preschool age. Although Headstart and Day Care Programs are reaching many of these, and some school districts have provided programs in their regular and summer school programs, we feel that there is a large segment of the children needing admission who are not getting it.

We have recommended to the State Legislature that there be compensatory programs established for the purposes of picking up the preschool migrant educational programs that are still needed. We have also recommended that the legislature provide compensatory state monies for additional programs at a secondary level. We believe that we need a great deal more effort toward providing programs of a work-study nature, making it possible for older boys and girls to attend school while earning some money. In addition to this, we have recommended that a state program be set up to provide for scholarships for migrant boys and girls who graduate from high school and find it difficult to go on to college without some source of revenue. These recommendations have gone to the Governor and to the Legislative Interim Committee. The Superintendent of Public Instruction has included fund requests in his budget.

VII. Community Involvement

How have parents of migrant children participated in migrant programs? Has this had an impact on the success of the program?

We have insisted upon parental participation in the programs. We are getting it in a great number of programs where people are beginning to see that parents must be involved with their child if any great change is to be made. We have devised all kinds of ways of getting parents into the program, such as using them as aides, hiring them as contact people between the school and the community, taking them on field trips, sponsoring fiestas, etc. We have participated in their fiestas; We have had parents' days in school; We have taken parents on excursions with the children. They have participated in a week-long camping program in one school, and have generally been brought more and more into the Advisory Committees being insisted upon in every program school. Almost every school district that has a migrant program now has an advisory committee which includes parents from the farm labor communities.

We strongly feel that much of the lasting progress that has been made in migrant programs has been as a direct result of parental involvement with the children. Successful home visitor programs which have put the school contact on a positive basis rather than a negative basis has really paid off. These programs, we have learned, are gaining the confidence of the parents, who are taking a positive interest in their children's education. We get into the homes before the child is in trouble or in need of help, instead of after he is in difficulty. This much more positive approach builds bridges!

VIII. Non-Public School Participation

A. Describe how non-public school children participated in the program.

Only one district reported any participation by non-public schools. Very few school districts where migrant children were attending had strong private schools, if any. The one school district, Sunnyside, that did participate with the Catholic Church provided teachers' aides who went to the church school and worked with the teachers there in providing small group instruction and drill under the supervision of the teachers. In one or two districts, the local Priest participated in an advisory capacity to the migrant program.

On the State level, we have had three Catholic Priests participating in various committee and incorporated programs discussions. They have served very well as liaison consultants between agencies, groups, committees, and the community of Mexican-Americans (predominately Catholic) and have worked well with various organizations providing programs for migrant children.

In every instance where there is a private school in the community, Title I requirements have been met in soliciting cooperation and coordination of programs.

IX. Dissemination

Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development content and evaluation.

Planning has been the key concern of Washington State migrant program efforts during 1968, although more information was disseminated during the year than in any previous period.

A. On an interstate basis:

No concentrated efforts to move information across state lines were made, but some channels do exist now, and out-of-state distribution was made during the past year. In addition to formal reports, required by federal and state guidelines, dissemination occurred during conferences attended by the State Supervisor. Mailing lists of some 450 addresses--more than 100 of which are out-of-state--was utilized automatically whenever state office publications included migrant program information.

Visits by Office of Education personnel and representatives of other State Departments of Education have provided opportunities for in-depth briefings concerning this State's programs.

Regional exchanges of information occurred at a conference in Ellensburg in July and a national rural education conference in Spokane. Occasional contact is maintained with State Office personnel in Oregon and Idaho.

Preliminary--and quite firm--contacts for national coverage of Washington programs have been made with the following:

1. One nationally syndicated feature writer for a three- or four-piece series.

2. Two nationally circulated feature magazines.

3. One news magazine with nation-wide circulation.

4. One regional and one network ETV outlet.

5. Two regional commercial television stations with markets in Idaho and Oregon.

6. A seventeen-station radio chain with coverage areas that include portions of Idaho, Montana, and Oregon.

Interstate dissemination of information has not achieved its potential in 1967 and 1968. But it must be pointed out that limited resources have been available to the supervisor--at least until mid-year--for either direct dissemination through the State Office of Public Instruction or for appropriation liaison with local districts.

B. On an intrastate basis:

Dissemination of information within the State during 1967-68 tended to be local and informal in nature. The marked increase in information distribution beginning at mid-year was not due solely to the presence within the state office of dissemination of personnel and funds. Dissemination channels were exploited to a more efficient degree, and additional--and wider--audiences were developed. The increased flow of information can be attributed to the five following reasons:

1. More persons became involved in one aspect or another of migrant education. Consequently migrant education simply was more newsworthy than it had seemed to be previously.

2. There was a dramatic change in the amount and scope of information disseminated directly from the state office.

3. Procedures were developed and employed whereby local school districts were urged to disseminate information more frequently and more efficiently to outlets already available to them. Increased contacts by program directors with their local media were requested not only formally at conferences and workshops but during a series of visits by the state's program information consultant.

4. Dissemination oriented liaison was established between the State Office and other agencies (OEO, County School Districts, local action groups, etc.).

5. The catalyst potential within this program was encouraged at every opportunity. Certainly by the end of the summer a definite bandwagon effect was apparent in newspaper, television and radio coverage of migrant problems and programs. Of the more than 5,300 inches of newspaper space claimed by migrant stories last year--excluding pictures, of which more than 200 were used, and headlines--more than 80 per cent was dated during the period immediately following the addition of state personnel to improve dissemination efforts. Coverage ranged from occasional use of wire service copy to weekly columns that detailed migrant activities. Approximately 75 per cent of the news photos and more than 70 per cent of the television coverage occurred during the same four-month period.

   Of greater value was the increased tendency by news media to view migrant education as a legitimate "story." And there are more commitments now than there were last year to pursue migrant education as a subject for coverage.

   Special activities undertaken solely by the state office included the following:

   1. One roto layout in the state's largest Sunday newspaper.

   2. One feature-length article, plus photos, in the Washington Education Association Monthly.

3. An entire 34-page issue of Your Public Schools (The State Superintendent's official publication), as well as continuing coverage each month of individual stories in the same magazine.

4. Commitments have been made for special in-depth, full-issue coverage by the Washington Education Association publication, and the Washington State School Directors Association's monthly newsletter. A late spring issue of Your Public Schools also has been contracted.

5. Colored transparencies illustrating the State's programs have been arranged in 100- and 200-slide presentations for short distribution. Written scripts are available, and taped ones will be shortly. Six other presentations are available for more specialized presentation.

6. Filmed by State Office personnel and in the process of being edited for release are:

   (a) One 28-minute sound-on-film motion picture covering the entire State's spring and summer programs.

   (b) One 14-minute sound-on-film movie of a Washington outdoor education program for migrants.

   (c) Six (6) seven- to nine-minute "shorts" of particular aspects of the state program.

   (d) Fifteen (15) ten- and twenty-second "spots" for use on commercial and educational television.

   Outlets have been secured for all the above material, with at least three half-hour shows scheduled on commercial stations and a two-show series tentatively booked for ETV use. Additional outlets are being secured. Four commercial television shows already have been produced and aired following stimulation and involvement by state office migrant personnel.

7. One migrant program has been spotlighted in one of a series of brochures produced by the State Office to illustrate exemplary Title I programs.

8. An "informational package" approach has been developed whereby audio-visual materials and printed matter are coordinated for field use by state office or local district personnel in workshops, conferences, or meeting situations.

9. In addition to the regular migrant newsletter, other agencies dealing with the problem have been stimulated to develop their own newsletter.

10. Initial scanning of programs has been completed for participation in the ERIC program.

11. Photo mural displays have been scheduled into bank lobbies around the State on an experimental basis. Other uses for this "road show" kind of presentation might also include State Fair and similar civic display activities.

12. A publishing date has been set and pictures and copy are partially compiled for an approximately eighty-page brochure that will serve as a stimulus and guideline for local districts.

13. Working ties have been established with the wire services and approximately half of the daily newspapers in the State.

14. A dissemination plan has been developed. Techniques for statewide and local dissemination have been charted, including lists of media representatives, education editors, and organizational publicity people. Circulation and broadcast zones have been mapped, and target audiences have been identified. A state-wide workshop for migrant program disseminators is planned for early in 1969 to refine and to translate this over-all plan into concrete and coordinated activity. Participants will include persons from all agencies working with migrant children and all types of media representatives.

15. One legislative briefing session has been conducted and several others are anticipated during the upcoming legislative session. Dissemination has occurred through meetings of the Governor's Task Forces for health and for farm labor, the State Superintendent's Advisory Committee, and the Interim Joint Legislative Committee on Rural Education.

The key results of dissemination efforts in Washington State are largely of an intangible nature. There is now a greater awareness of migrant conditions and educational programs, and there is an increased willingness by news media to convey information to the public. Personal visits were made to fourteen newspaper and television editors (some, several times) for dissemination purposes. Numerous other contacts have been made by telephone and letter--all of which have attempted to bring close together program personnel and those who must translate the programs to the public. During a program evaluation, the State's evaluation consultant (an ex-newsman) carried our dissemination objectives and plans to the people he met with.

We in the State Office know that migrant education is receiving wider public support--more extensive press and television coverage--more cooperative efforts by those involved in the programs--greater participation by migrant youngsters and their families. All we can indicate is that the State Office--particularly since mid-year--has helped this growth. We cannot isolate with accuracy our involvement. Nor do we wish to. The dissemination of information in Washington--and beyond the State's boundaries--has reached previously unattained levels.

Of key importance, however, is the base that has been created for more effective efforts during 1968-69.

X. Problem Areas in Program Implementation

A. Describe problems encountered by the State Department in implementing the Title I migrant program. How have these problems been resolved?

1. The most difficult problem has remained the late funding of the migrant program. This has caused school districts to not contact the teachers and teachers aides until they have received written go-ahead. This has been in September and October, when they should have been able to have knowledge, at least a month before school started early in September, in order to properly contact them and start their program. More time than that is necessary for proper planning. We did encourage districts to do the planning, and most of them did have programs ready to go by the time the funding was approved, except for the personnel problem. Boards cannot and will not write contracts before they have funds. It would greatly help the programs in the future if we can be funded by July 1. We have partially resolved the problem by simply hiring aides that may not be as proficient and certainly not certified--whereas we might have been able to provide more certified personnel had it been possible to contact teachers before school started. This was no problem in the summer school, of course.

B. Describe difficulties in achieving local cooperation in implementing programs.

As we approach the third year of implementation of migrant Title I Programs, we are receiving less and less opposition to the programs by the local authorities and growers. There has been a great deal more activity and many services provided to the migrant farm workers by other agencies. So much attention has been given to the problem by the Governor and by the Legislative Interim Committee, that the community is well aware of the dire needs of these people. There is less and less opposition to the programs. As a matter of fact, many, many communities are showing renewed interest and a positive approach to solving some of the problems which they did not realize existed before. One good example of this is to be found in Yakima Valley where growers are banding together for the purpose of up-dating and improving migrant housing all over the valley. In a few instances, communities have seen ways of updating and improving their regular school programs as a result of the example set by the migrant programs.

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 2 NAME OF ACTIVITY REGULAR TERM

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Grade Equiv. Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	Oct. 1,'67	Gates-MacGinitie Reading Vocabulary	B-1	17	1.4					
Post	May 1, '68	" " Vocab.	B-2	17	1.6					
Pre	Oct. 1,'67	" "	B-1	17	1.5					
Post	May 1, '68	" "	B-2	17	1.9					
Pre	Oct. 1967	SRA - Short Test of	Level	8	1.9		6	0	1	1
Post	May 1968	Educ. Ability	1	8	2.5		3	3	2	0
Pre										
Post										
Pre										
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Pre										
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Pre										
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Pre										
Post										
Pre										
Post										

TABLE 1

STANDARDIZED TEST RESULTS

GRADE 3 NAME OF ACTIVITY REGULAR TERM

Pre and Post	Date of Test	Test Name	Form	Number of Students Tested	Grade Equiv. Mean	Raw Score Standard Deviation	Number of Students Scoring, According to National Norm			
							25%ile & Below	26 - 50 %ile	51 - 75 %ile	76 - 99 %ile
Pre	Oct. 1,'67	Gates-MacGinitie-Vocab.	C-1	14	2.5					
Post	May 1, '68	" " Vocab.	C-2	14	3.2					
Pre	Oct. 1,'67	" " Comprehe.	C-1	14	2.5					
Post	May 1, '68	" " Comprehe.	C-2	14	3.6					
Pre										
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